**Things to consider when preparing your presentation:**

1. Describe what happened, when, and where
2. Who was involved? (Individuals and groups?)
3. What were the causes? (What conditions led to this development?)
4. What were the effects?(How did it affect people in its own time and in later in history?

Did it have an effect on our own time?)

1. Why is this event important?
2. What can we learn from it? (about politics, society, human nature? Does it provide wisdom or warnings for the future?)
3. What is interesting about this event?

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|  | **5 (Excellent)** | **4 (Good)** | **2-3 (Fair)** | **0-1 (Poor)** |
| **Content Knowledge** | Student demonstrates full knowledge (more than required)with explanations and elaboration. | Student is at ease with content, but fails to elaborate. | Student is uncomfortable with information and is able to answer only rudimentary questions. | Student does not have grasp of information; student cannot answer questions about subject. |
| **Organization** | Student presents information in logical, interesting sequence which audience can follow. | Student presents information in logical sequence which audience can follow. | Audience has difficulty following presentation because student jumps around. | Audience cannot understand presentation because there is no sequence of information. |
| **Delivery** | Student used a clear voice and correct, precise pronunciation of terms. | Student's voice is clear. Student pronounces most words correctly. | Student incorrectly pronounces terms. Audience members have difficulty hearing presentation. | Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear. |
| **Visual Aids** | Visuals explain and reinforce the rest of the presentation | Visuals relate to rest of presentation | Visuals are too few or not sufficiently related to the rest of the presentation | Visuals not used or are superfluous |